Agenda

▫ *Social Emotional Learning Curriculum*

▫ *Restorative Justice*

▫ *Positive Behavioral Incentives and Supports*

▫ *Bullying Prevention and Programming*

Lowell Public Schools

Social Emotional Taskforce 2019-2020

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- Built a strong, sustainable team with representation from across the District
- Selected a CASEL framework aligned to the District's vision
- Interviewed leaders at all schools to assess needs
- Examined curriculum options for K-8

  1. Social Emotional Learning Curriculums
  2. Restorative Justice
  3. Positive Behavioral Intervention and Supports

Lowell Public Schools

Social Emotional Learning and its Role in Bullying Prevention

- Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- There are some key social and emotional learning skills that play a role in decreasing incidences of bullying behavior. The following outlines core SEL components that lead to bully prevention programming:

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5 Core Competencies

- *Self-awareness:* Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset".

- *Self-management*: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

- *Social awareness*: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

- *Relationship skills*: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- *Responsible decision-making*: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Social Emotional Learning Curriculum

- **Second Step** is a social skills program K-8 rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. It offers curriculum that aim to reduce impulsive and aggressive behaviors while increasing social competence and empathy. It offers content in empathy, emotion management, impulse control, problem solving and anger management and are all aligned with CASEL.

- **Open Circle** provides a unique, evidence-based social and emotional learning program for grades K-5. Open Circle aims to: proactively develop children's skills for recognizing and managing emotions, empathy, positive relationships and problem solving. The consistent teaching and practice of these skills in the curriculum and Open Circle's whole-school approach to social and emotional learning are critical parts of a school's bullying prevention effort. Its programming reinforces and enhances learning across all academic disciplines, is foundational to bullying prevention and intervention, and is integral to nationally recognized learning standards like the Common Core State Standards and 21st Century Learning Standards for success in a globally competitive workforce.

Restorative Justice Model

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- □ "Restorative justice (RJ) is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims."

- □ "RJ is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community."

- □ "The proactive aspects of restorative practices help create an environment of healthy communication where bullying is less likely to be a concern. When you build strong community and strong connections, you've built the groundwork so that you can deal with things when they go wrong."

Examples from the Stoklosa School

Positive Behavioral Interventions and Supports (PBIS)

▫ PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. It is designed to alter the school climate by correcting and improving four school-wide elements: behavioral outcomes, behavioral data, behavioral practices, and behavioral systems.

▫ PBIS offers a continuum of positive behavioral supports for all students within a school in all areas. " One of its many outcomes include reductions in teacher and student reported bullying behavior and victimization. A 2012 study found that children in schools that implemented PBIS displayed lower rates of teacher-reported bullying and peer rejection than those in schools without the program." (Borba, 59).

▫ LPS currently has 11 PBIS schools and several others who have similar school wide systems of supports

2018-2019 Creating Safe and Respectful Climate in our Schools

▫ In the Spring of 2019, Lowell Public Schools trained all leaders and staff on Bully Prevention using the book, End Peer Cruelty, Build Empathy, written by Michele Borba, Ed.D. The book served as a model and guide to help Leaders and Staff formulate and design a Bully Prevention Action Plan for each of our LPS schools.

▫ During the 2018-2019, with the support of the exSEL network and funding through SfSS grant, LPS formed a District SEL team. This district SEL team was instrumental in adopting an SEL framework (CASEL) and beginning a "District Blueprint" for SEL integration. District Student Support staff also play a role assisting schools with the SEL alignment . The SEL goal of building social emotional resiliency and building prosocial behaviors are integral to any bully prevention plan.

2019-2020 Bullying Prevention Policy and Programming

- Social emotional taskforce continuing this year

- All schools have selected Bullying Prevention team.

- Explicit teaching and learning using a social emotional curriculum/interventions in place K-8

- Michelle Borba 6Rs in place at all schools - Rules, Recognize, Report, Respond, Refuse, Replace